# Behaviour Management Strategies

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## Setting clear ground rules / expectations

Pupils like consistency. By establishing clear ground rules during your first meeting you can set the tone of the lessons.

Some teachers look to involve their classes in the development of these ground rules, and if this is your intention you need to make sure that all pupils know and understand what these rules look like in practice.

Once rules are set, they must be consistently applied and reinforced for them to become embedded within your planning and also the behaviours of the pupils.

You may get pupils to design poster showing the ground rules or alternatively produce a set of guidelines. To develop further, pupils can police their own classes. Here they take responsibility for ruling on the sanctions that can be imposed (under the guidance of staff).

# Use of mini white boards

Using mini white boards allows pupils to prepare and share answers in a non-threatening way.

Pupils are asked a question and write their response on their whiteboard. They then raise their whiteboard to show the teacher that they have answered the question and to gain feedback from the teacher regarding their answer.

# No hands up

In this strategy the staff member selects a pupils to respond to an answer. What is important is that the pupils have had time to think about the answer and also rehearse their response with someone else.

For example at the start of the lesson pupils are given and overview of the lesson with the learning objectives being shared. They are given clear examples of what is expected of them and what the learning objective will look like in a practical context. They are also provided with the key questions that will be asked at the end of the lesson.

During the lesson constant referral to the learning objectives is made, with pupils given the chance to reflect on their own progress, either individually or with a partner.

At the end of the lesson the pupils share their evidence with a partner as to how thy have achieved the learning objective. The teacher is then able to confidently ask pupils to respond to the questions they ask.

An alternative is that during the warm up pupils work with a partner to discuss what is happening to their body during activity. They then share their answers with the rest of the class.

# Lollipop sticks

Here pupils are all given a lollipop stick on which they write their names (the teacher can do this instead). When a question is asked a stick is pulled out and that pupil answers the question.

Again it is important that pupils have time to think about the question so that they are more likely to correctly answer the question, or strategies have been developed to support pupils if they are unsure of the answer for example:

1. Ask the audience
   1. Here they are able to ask the rest of the class what they think and then choose the answer they think is correct
2. Phone a friend
   1. Here they choose someone in the class who they think will be able to help them answer the question
3. 50:50
   1. Here they are given a choice of two possible answers and then choose which one they think is correct.